

Keowee Elementary

7051 Keowee School Road
Seneca, SC 29672

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 274 Students | |
| Principal | Michelle DeLoache | 864-885-5042 |
| Superintendent | Dr. Valerie Truesdale | 864-886-4400 |
| Board Chair | Harry B. Mays, Jr. | 864-972-3629 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 7 | 44 | 23 | 2 | 0 |

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Good | Unsatisfactory | No |
| 2004 | Good | Below Average | Yes |
| 2005 | Good | Below Average | Yes |
| 2006 | Good | Average | Yes |

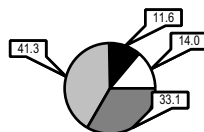
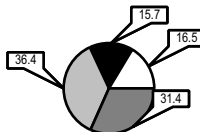
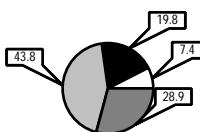
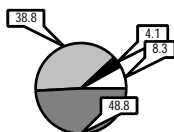
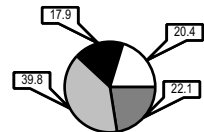
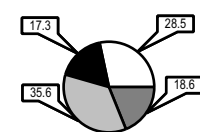
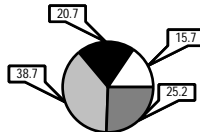
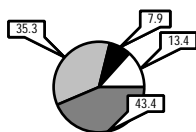
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 132 | 100.0 | 8.6 | 36.7 | 46.9 | 7.8 | 67.2 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 72 | 100.0 | 10.3 | 44.1 | 44.1 | 1.5 | 57.4 | N/A | N/A |
| Female | 60 | 100.0 | 6.7 | 28.3 | 50.0 | 15.0 | 78.3 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 125 | 100.0 | 8.3 | 37.2 | 46.3 | 8.3 | 66.9 | Yes | Yes |
| African American | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 96 | 100.0 | 2.2 | 37.6 | 54.8 | 5.4 | 75.3 | N/A | N/A |
| Disabled | 36 | 100.0 | 25.7 | 34.3 | 25.7 | 14.3 | 45.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 132 | 100.0 | 8.6 | 36.7 | 46.9 | 7.8 | 67.2 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 129 | 100.0 | 8.8 | 36.8 | 46.4 | 8.0 | 66.4 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 55 | 100.0 | 7.7 | 51.9 | 32.7 | 7.7 | 51.9 | Yes | Yes |
| Full-pay meals | 77 | 100.0 | 9.2 | 26.3 | 56.6 | 7.9 | 77.6 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 132 | 100.0 | 7.8 | 41.4 | 27.3 | 23.4 | 66.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 72 | 100.0 | 5.9 | 44.1 | 30.9 | 19.1 | 67.6 | N/A | N/A |
| Female | 60 | 100.0 | 10.0 | 38.3 | 23.3 | 28.3 | 65.0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 125 | 100.0 | 8.3 | 39.7 | 28.9 | 23.1 | 68.6 | Yes | Yes |
| African American | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 96 | 100.0 | 4.3 | 37.6 | 32.3 | 25.8 | 73.1 | N/A | N/A |
| Disabled | 36 | 100.0 | 17.1 | 51.4 | 14.3 | 17.1 | 48.6 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 132 | 100.0 | 7.8 | 41.4 | 27.3 | 23.4 | 66.4 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 129 | 100.0 | 8.0 | 40.8 | 28.0 | 23.2 | 67.2 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 55 | 100.0 | 11.5 | 48.1 | 23.1 | 17.3 | 59.6 | Yes | Yes |
| Full-pay meals | 77 | 100.0 | 5.3 | 36.8 | 30.3 | 27.6 | 71.1 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 132 | 100.0 | 16.4 | 34.4 | 29.7 | 19.5 | 49.2 |
| Gender | | | | | | | |
| Male | 72 | 100.0 | 11.8 | 35.3 | 38.2 | 14.7 | 52.9 |
| Female | 60 | 100.0 | 21.7 | 33.3 | 20.0 | 25.0 | 45.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 125 | 100.0 | 15.7 | 33.1 | 31.4 | 19.8 | 51.2 |
| African American | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 96 | 100.0 | 14.0 | 36.6 | 31.2 | 18.3 | 49.5 |
| Disabled | 36 | 100.0 | 22.9 | 28.6 | 25.7 | 22.9 | 48.6 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 132 | 100.0 | 16.4 | 34.4 | 29.7 | 19.5 | 49.2 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 129 | 100.0 | 16.0 | 33.6 | 30.4 | 20.0 | 50.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 55 | 100.0 | 25.0 | 30.8 | 34.6 | 9.6 | 44.2 |
| Full-pay meals | 77 | 100.0 | 10.5 | 36.8 | 26.3 | 26.3 | 52.6 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 132 | 100.0 | 14.1 | 39.1 | 32.0 | 14.8 | 46.9 |
| Gender | | | | | | | |
| Male | 72 | 100.0 | 11.8 | 36.8 | 38.2 | 13.2 | 51.5 |
| Female | 60 | 100.0 | 16.7 | 41.7 | 25.0 | 16.7 | 41.7 |
| Racial/Ethnic Group | | | | | | | |
| White | 125 | 100.0 | 14.0 | 38.8 | 31.4 | 15.7 | 47.1 |
| African American | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 96 | 100.0 | 10.8 | 43.0 | 32.3 | 14.0 | 46.2 |
| Disabled | 36 | 100.0 | 22.9 | 28.6 | 31.4 | 17.1 | 48.6 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 132 | 100.0 | 14.1 | 39.1 | 32.0 | 14.8 | 46.9 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 129 | 100.0 | 14.4 | 38.4 | 32.0 | 15.2 | 47.2 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 55 | 100.0 | 21.2 | 34.6 | 34.6 | 9.6 | 44.2 |
| Full-pay meals | 77 | 100.0 | 9.2 | 42.1 | 30.3 | 18.4 | 48.7 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 45 | 100.0 | 7.3 | 34.1 | 51.2 | 7.3 | 58.5 |
| | 4 | 39 | 100.0 | 20.0 | 51.4 | 25.7 | 2.9 | 28.6 |
| | 5 | 58 | 100.0 | 10.0 | 50.0 | 40.0 | 0.0 | 40.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 42 | 100.0 | 2.6 | 15.4 | 76.9 | 5.1 | 82.1 |
| | 4 | 47 | 100.0 | 10.6 | 42.6 | 42.6 | 4.3 | 46.8 |
| | 5 | 43 | 100.0 | 11.9 | 50.0 | 23.8 | 14.3 | 38.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 45 | 100.0 | 14.6 | 61.0 | 17.1 | 7.3 | 24.4 |
| | 4 | 39 | 100.0 | 20.0 | 48.6 | 22.9 | 8.6 | 31.4 |
| | 5 | 58 | 100.0 | 18.0 | 28.0 | 28.0 | 26.0 | 54.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 42 | 100.0 | 7.7 | 56.4 | 33.3 | 2.6 | 35.9 |
| | 4 | 47 | 100.0 | 6.4 | 36.2 | 25.5 | 31.9 | 57.4 |
| | 5 | 43 | 100.0 | 9.5 | 33.3 | 23.8 | 33.3 | 57.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 45 | 100.0 | 9.8 | 34.1 | 41.5 | 14.6 | 56.1 |
| | 4 | 39 | 100.0 | 28.6 | 45.7 | 17.1 | 8.6 | 25.7 |
| | 5 | 58 | 100.0 | 22.0 | 38.0 | 20.0 | 20.0 | 40.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 42 | 100.0 | 10.3 | 33.3 | 38.5 | 17.9 | 56.4 |
| | 4 | 47 | 100.0 | 17.0 | 40.4 | 27.7 | 14.9 | 42.6 |
| | 5 | 43 | 100.0 | 21.4 | 28.6 | 23.8 | 26.2 | 50.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 45 | 100.0 | 4.9 | 36.6 | 24.4 | 34.1 | 58.5 |
| | 4 | 39 | 100.0 | 20.0 | 60.0 | 14.3 | 5.7 | 20.0 |
| | 5 | 58 | 100.0 | 30.0 | 40.0 | 18.0 | 12.0 | 30.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 42 | 100.0 | 0.0 | 28.2 | 51.3 | 20.5 | 71.8 |
| | 4 | 47 | 100.0 | 17.0 | 44.7 | 27.7 | 10.6 | 38.3 |
| | 5 | 43 | 100.0 | 23.8 | 42.9 | 19.0 | 14.3 | 33.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 274) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 5.6% | Up from 4.2% | 2.2% | 2.8% |
| Attendance rate | 97.1% | Up from 96.6% | 96.7% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | Down from 6.4% | 0.1% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | Down from 4.9% | 0.3% | 0.0% |
| Eligible for gifted and talented | 18.8% | Up from 14.9% | 17.6% | 10.4% |
| On academic plans | 25.8% | N/AV | 25.8% | 33.6% |
| On academic probation | 0.0% | N/AV | 0.8% | 1.0% |
| With disabilities other than speech | 15.8% | Down from 19.4% | 7.2% | 7.5% |
| Older than usual for grade | 3.6% | Up from 2.9% | 0.4% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 26) | | | | |
| Teachers with advanced degrees | 69.2% | Down from 69.6% | 56.5% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 8.2% | N/A | 2.3% | 2.4% |
| Teachers with emergency or provisional certificates | 5.0% | Up from 0.0% | 0.0% | 0.0% |
| Teachers returning from previous year | 89.2% | Down from 91.0% | 88.6% | 87.3% |
| Teacher attendance rate | 95.4% | Down from 95.9% | 94.8% | 94.9% |
| Average teacher salary | \$50,014 | Down 0.6% | \$43,270 | \$42,485 |
| Prof. development days/teacher | 14.2 days | Down from 14.7 days | 11.9 days | 13.3 days |
| School | | | | |
| Principal's years at school | 16.0 | Up from 15.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.8 to 1 | Down from 16.3 to 1 | 20.0 to 1 | 18.6 to 1 |
| Prime instructional time | 90.6% | Down from 90.7% | 90.2% | 89.7% |
| Dollars spent per pupil* | \$9,152 | Down 1.0% | \$5,915 | \$6,557 |
| Percent of expenditures for teacher salaries* | 56.3% | Down from 67.0% | 65.7% | 64.0% |
| Percent of expenditures for instruction* | 59.6% | | 69.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Excellent | No change | Excellent | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 7.8% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Keowee Elementary School, in cooperation with home and community, is to challenge and enable every child to learn and grow academically, socially, and emotionally within a safe and nurturing environment. Our well-trained and dedicated staff is committed to providing each student with curricula, opportunities, and experiences that will fulfill this mission. All of our teachers meet the requirements of Highly Qualified status per the No Child Left Behind Act of 2001 and six of our teachers have National Board Certification. Kristen Stancil was selected Teacher of the Year by her colleagues. The continued partnership with our families, volunteers, and community are vital to our students' successes. We are fortunate to have a strong volunteer program, an active PTO, and an involved School Improvement Council. This year, there were 176 volunteers who shared their expertise, talents, and support with our students. The PTO continued to provide informative meetings for parents, an open forum for parents to discuss matters of importance and interest, and funds to enhance classroom instruction. The School Improvement Council was involved in the analysis of curriculum and test scores as well as the preparation of the report for accreditation by the Southern Association of Colleges and Schools. When the committee visited our school this spring, they found the following: all standards for Accreditation were met; we are engaged in a continuous process of improvement; and strategies and activities are implemented to ensure fulfillment of the mission of our school. We were pleased to have been fully accredited by this committee.

Keowee Elementary School has always been an integral part of our rural community and the tradition continues today. It is interesting to note that the school's history dates back to the early 1900's when it was a rural school that served students in grades one through eleven. Even though the grade configuration and the buildings have changed, it is still a rural school with strong roots in the community. Today, this school serves area students in kindergarten through fifth grade and special education students from throughout the district. Extensive efforts are made to involve families and community members in our school and to make them feel welcome. We have truly embraced an open door policy. This year, we were pleased to again be awarded the Red Carpet Award by the State Department of Education.

Our faculty and staff have embraced technology. An ongoing project is to equip all classrooms with large screens, laptops and projectors to engage students in learning. All first through fifth grade classrooms have sound amplification systems and computer workstations. Additionally, there is a computer lab and a mobile computer lab. Testview, a specialized data program, has been added to track assessments and grades. This will facilitate the staff's ability to analyze and interpret data in order to set realistic goals for each student. The fulfillment of our mission challenges us to constantly elevate our expectations for each student. Curriculum mapping and differentiated instruction are important tools in this process.

Ann S. Miller, Principal

Laurie Cox, Chairman of School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|----------|-----------|----------|
| Number of surveys returned | 35 | 34 | 23 |
| Percent satisfied with learning environment | 97.1% | 96.9% | 100.0% |
| Percent satisfied with social and physical environment | 97.1% | 96.9% | 95.7% |
| Percent satisfied with school-home relations | 100.0% | 94.1% | 95.7% |

*Only students at the highest elementary school grade level at this school and their parents were included.